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ABSTRACT

This study was designed to compare the attitudes of Ohio school superintendents toward vocational education and to determine what factor differentiates the administrators of school districts that contract their vocational training to other vocational school districts from those that do not. After a pilot study was completed and the instrument validated, 32 contract school districts and 52 non-contract districts (an 81 percent return) were surveyed. Following a data comparison based on percentages, it was concluded that administrators of both types of districts hold the same view about the cost and value of vocational education. Also, there was no significant difference in their attitudes concerning the value of vocational education, for students in different scholastic ranges. There was a significant difference in two of eleven statements regarding general attitudes toward vocational education with the major difference being the approach to vocational education within the total high school program, and the priority accorded vocational education by the administrators. (GEB)

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ATTITUDES TOWARD VOCATIONAL EDUCATION:

A COMPARISON

A Thesis

Presented in Partial Fulfillment of the Requirements
for the Degree Master of Arts

by

Kendrick Lewis Spooner, B.S.

The Ohio State University
1971

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CHAPTER I.

INTRODUCTION

The State of Ohio has set a mandate to all school districts within the State, that by April 1, 1970, each school will have a plan to offer vocational education for their school districts. As of October 1, 1970, the 634 school districts in the State have submitted plans to the State Board of Education. According to Dr. Shoemaker, Director of Vocational Education for the State of Ohio, 531 school districts combined into 57 joint vocational districts; 26 school districts will offer vocational training within their own districts; and 77 school districts will contract their vocational training to the other vocational school districts. The underlying question in this study is why have 77 school districts chosen to contract their vocational education?

One reason for contracting vocational education could be that the cost of vocational education is too great. Admittedly the cost of vocational education is higher than for general education, however, in the past ten years, the Federal government has increased their aid to vocational education ten fold.[1] The aid to vocational education projected for 1970 is 454 million dollars.[2] This money is matched by State and local governmental units. The breakdown of expenditures for

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[1] U.S.O.E., Vocational Education, The Bridge Between Man and His Work, General Report of the Advisory Council on Vocational Education, 1968, p. 37.

[2] Lowell Burkett, "Latest Word from Washington," American Vocational Journal, (Oct. 1970), p. 5.

the units of government are: Federal 29%, State 27%, and local 44%.[3] It is easy to see that the greatest portion of money for vocational education comes from the local unit of government. One fact remains, however, that many of the school districts which contract for their vocational education have a high, school millage and a high per pupil tax evaluation base.[4, 5]

A second reason that may be given for contracting for vocational education is because such a high percentage of students go on to college, that it is not necessary to have vocational programs. This question is a hard one to pin-down because school administrators quote figures of the number of students accepted at colleges and universities, and not the number that actually enroll or complete a degree program. When the school administrator states that 70 to 80 percent of his students are "college bound," these figures must be accepted as a true representation of the school's students' goals. Another side of the coin is that only about 40 percent of the nations' college students graduate at the date scheduled for the class of their matriculation.[6]

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[3] U.S.O.E., Vocational Education, The Bridge Between Man and His Work, 1968, p. 38.

[4] Ohio Tax Development Department, Ohio Tax System Outline, 1965.

[5] A Report by the Governor's Task Force on Vocational and Technical Education, 1969.

[6] Lawrence Pervin, The College Dropout and the Utilization of Talent, 1966, p. 7.

Furthermore, in a study by Raimonde, Dropouts From College, it was found that the male dropouts had definite employment disadvantages due to lack of education and qualifications.[7]

A third reason for contracting for vocational education may be the attitude the school administrator has towards vocational education. The administrator can influence the direction of his school district, and depending on his view of vocational education, the district would have a more or less substantive vocational program. Woerdehoff and Bentley state "-- in terms of probable inference, the school administrators are in a favorable position to exert influence on the curriculum design of the secondary school. Consequently, it is reasonable to assume that their viewpoints regarding vocational education contribute much toward the degree of acceptance or rejection of this phase of secondary education and the way the program is carried out."[8]

Problem Statement

It is the purpose of this study to compare the attitudes of the 77 superintendents of the contract school districts to a sample of the remaining 557 districts in the State of Ohio regarding the following points:

1. The cost of vocational education related to the importance of vocational education in the secondary school program,

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[7] Albert Raimonde, Dropouts from College, p. 61.

[8] Woerdehoff and Bentley, "A Study of the Viewpoints Held by School Administrators Regarding Vocational Education in the Secondary School," Journal of Experimental Education, p. 287.

2. The attitudes toward vocational education in the secondary school program,

3. The suitability of vocational education as a program for students of all scholastic levels.

Basic Assumptions

1. The responses of the superintendents truly reflect their attitudes toward vocational education.

2. The instruments used in obtaining the data are adequate.

3. The superintendent, as administrative head of the school, has a major role in the direction his school district takes in offering vocational education.

Hypotheses

There will be a significant difference between the administrators of school districts that contract for vocational education and the administrators that do not contract for vocational education in their attitudes toward vocational education.

There will be a significant difference between the administrators of school districts that contract for vocational education and the administrators that do not contract for vocational education in their attitudes of the value of vocational education for students in different scholastic ranges.

There will be a significant difference between administrators of school districts that contract for vocational education and the administrators that do not contract for vocational education in their attitudes of the relative value of vocational education in terms of its cost.

Definitions:

Attitude: A readiness to react toward or against some situation, person, or thing, in a particular manner.[9]

Scholastic Range: For this study, there will be three scholastic ranges, based on a 4.0 point system:

Above average	2.5 to 4.0
Average	1.5 to 2.5
Below average	.0 to 1.5

Vocational Education: Instruction that develops the basic skills, judgment, and job-related knowledge, sufficient to prepare youth and adults for full-time new or upgraded employment.

Limitations:

This study is limited to the attitudes of superintendents of public schools in the State of Ohio. All opinions collected were of attitudes toward vocational education as they relate to the secondary school.

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[9] Carter V. Good (ed.), Dictionary of Education, p. 48.

CHAPTER II.

REVIEW OF THE LITERATURE

The review of the literature is in two sections: first, the theory of attitudes and the development of attitude scales; second, a review of research on attitudes toward vocational education.

Theory of Attitudes

> An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.[10]

The attitude unit is a primary building block which can be distinguished between conscious and unconscious attitudes, between mental and motor attitudes, between individual and group attitudes. There are three approaches to the study of public opinion (group attitudes): First, and oldest is the seeking to understand the broad relationship between public opinion and the political institution. In studying opinion from this vantage point, one looks at the influence and pressure a political institution exerts in forming the public opinion. Aristotle in Politics, states "What is the fate of public opinion under various forms of government?"

The second approach to the study of public opinion is "ecological in spirit". Its emphasis is on the distribution of opinions in a population and subgroups within the population. This approach studies attitudes as they are influenced by opinion leaders. This has been

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[10] Marie Jahoda, ed., Attitudes in the History of Social Psychology, p. 20.

a research topic in the area of mass-media.

> Research indicates pretty clearly that if those who are exposed to media messages which alter their attitudes do not find support for these new attitudes in their interpersonal contacts or among their reference groups (the groups to which all of us look for cues as to how to behave or for support in our attitudes), they will quickly discount the messages. In other words, mass media messages seldom, if ever, are a sufficient cause of attitude change.[11]

The third approach to the study of opinion is the "psychological approach". In looking at opinion from this viewpoint, one wants to know what are the various routes by which one comes to favor a given point of view. It is felt that one forms attitudes within a consistent framework.

> The theories and empirical work dealing with consistencies are mainly concerned with intra-individual phenomena, be it with relationships between one attitude and another, between attitudes and values, or information, or perception, or behavior, or the like. One exception is Newcomb's concept of "strain toward symmetry". Here the concern is primarily with the interplay of forces among individuals which results in uniformities of consistencies among them. There is no question that the concept of consistency, and especially the theory of cognitive dissonance, account for many varied attitudinal phenomena.[12]

Because the discussion thus far has been about opinions and attitudes, it is felt that a brief look at the relationship of both would be in order.

> The popular meaning attached to opinion may take any one of three meanings. First, it may refer to the individual's tentative set itself. Second, it may refer to a point of view or set in the abstract; that is a possibility to which a person may or may not subscribe. Third, it may have a

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[11] Educational Media: Theory into Practice, ed., Raymond V. Wiman, p. 42.

[12] R. B. Zajonc, "Balance, Congruity and Dissonance," p. 273.

> "collective" meaning. This is to say that the term "public opinion" means an attitudinal consensus at a given time which, it is supposed, may shift at a later time.[13]

In amplifying Cooper's remarks, it is necessary to define a tentative set. An opinion is tentative in that the subject reserves the right to reverse his view. An opinion is a temporary view held and appriased by an individual. It is important to look at the third meaning of opinion for this ties into public attitudes.

In constructing attitude scales, one is in fact measuring public opinion, as defined by Cooper. There is a difference, however, in what is commonly referred to as a public opinion poll and what is referred to as an attitude survey.

> Public opinion polls frequently use a single question to obtain a rough guide to people's attitudes. While this is commonly excused on the grounds of expedience, such questions are the outcome of much trial and error, and since they are used repeatedly in various surveys, a good deal is known about their correlates. Attitude scales are relatively crude measuring instruments, and we must not expect too much from them. Their chief function is to divide people roughly into a number of broad groups, with regard to a particular attitude. Such scales cannot, by themselves be expected to provide us with subtle insights in an individual case. They are techniques for placing people on a continuum in relation to one another, in relative and not in absolute terms.[14]

Let us examine what is involved in the construction of an attitude scale. First, the scale should be about one thing at a time. Make the scale as pure as possible. Second, the scale should be as linear as possible. That is every unit in the scale should be as close as

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[13] J. B. Cooper, "Attitude and Related Concepts," p. 29.

[14] A. N. Oppenheim, Questionnaire Design and Attitude Measurement, p. 120.

possible to the size, strength and weight, as all other units of the scale. Third, the scale must be reliable. In using the scale, one must get consistency in his measurement. Fourth, the scale must be valid. This is whether the scale measures what it is supposed to measure.

Attitudes Toward Vocational Education

There has been very few studies on the attitudes of school administrators toward vocational education. It was found, however, that in the studies reviewed, the conclusions were simular. It was found in a study of secondary schools in West Virginia that administrators felt vocational education: did not prepare the student for today's world of work, did not offer a wide enough program to meet the needs of the students, suffered from a lack of money, and cost were justified in terms of the number of students vocational education made useful members of society. The conclusions of the West Virginia study are:

> In spite of the apparent support of vocational education the respondents indicated that they did not feel present vocational programs were effectively preparing students for today's world of work.
>
> Respondents reported that they did not feel their respective counties were providing a wide enough variety of vocational education programs to meet the diverse interest, abilities, and needs of students not going to college.
>
> A lack of sufficient money for support of vocational education was identified as the major reason why there was not more vocational education in the public schools.
>
> The respondents felt the cost of vocational education could be justified in terms of the number of persons it made useful

members of society.[15]

In this study, Divita sent questionnaires to all county superintendents, board of education members, and secondary school principals in West Virginia. The research received responses from 65% of the surveyed population. One major conclusion drawn is that the administrators recognize and accept the premise that the occupational preparation of youths and adults is a function of public education.

A second study, dealt with the viewpoints of Indiana administrators, regarding vocational education in general, vocational agriculture, vocational home economics, and vocational trade and industrial education. A second purpose was to see whether there were significant differences among school administrators categorized according to type of administrative position and experience with vocational education programs. The generalizations of the study are as follows:

> School administrators believe that providing opportunities for vocational education is an important responsibility of secondary education.
>
> Superintendents and secondary school principals believe that successful programs of vocational education depend to a large extent upon the degree to which they encourage and support the program.
>
> While school administrators view themselves as having a key role in the development of vocational education programs, they favor having local advisory committees appointed to counsel with school administrators and teachers of vocational subjects.
>
> The cost of vocational education courses, although higher than for most subjects, is considered justifiable by the majority of school administrators.

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15 Charles Divita, Attitudes Toward Vocational Education in the Secondary Schools of West Virginia, 1968.

> School administrators do not believe that vocational education programs create too many administrative problems.[16]

It can be seen that the outcomes of the two studies presented are in agreement. A third study of the attitudes of school board members toward vocational education was completed in the State of New York.[17] This study also came to the same basic conclusion: that of the board members having a positive attitude towards vocational education. It also concludes that the urban districts board members' attitudes are more positive than board members of the suburban and rural school districts.

In a study by Wenrich, Vocational Education as Perceived by Different Segments of the Population, which compares three groups with each other: householders, employers, and school professionals. The following summary was presented.

> In this study the general favorability of parents towards education includes the vocational program. They want to see a good program for youth who could benefit from such a program. The college-preparatory program concerns them a bit more, however. Employers want to see basic subjects such as science and math stressed. School administrators want not only to expand the program but also to upgrade it. School teachers while favorable in general are not satisfied with the scholastic records of students in vocational programs.[18]

Although there were no strong conclusions made, the study does show

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16 Frank Woerdehoff, "A Study of the Viewpoints Held by School Administrators Regarding Vocational Education in Secondary Schools," p. 309.

17 Spengler, The Attitudes of School Board Members Toward Occupational Education, 1970.

18 Ralph C. Wenrich, Vocational Education as Perceived by Different Segments of the Population, p. 52.

some interesting relationships between attitudes held about vocational education and attitudes held about college-preparatory education. One observation was that all groups felt that vocational education programs were as important as college-preparatory programs, however, all groups felt vocational education programs were not as respectable as college-preparatory programs.

All research in the area of attitudes toward vocational education points to a positive attitude. The study by Wenrich brings the problem of attitudes into focus more clearly by relating attitudes toward vocational education to attitudes toward college-preparatory programs. Thus follow Oppenheim's observation on the use of attitude scales: "They are techniques for placing people on a continuum in relation to one another in relative and not in absolute terms."[19]

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[19] A. N. Oppenheim, Questionnaire Design and Attitude Measurement, p. 120.

CHAPTER III.

METHODS AND PROCEDURES

Procedures

1. Review the findings of others in the area of administrators' attitudes toward vocational education. A summary of this review is found in chapter two.

2. Write for permission to use part of questionnaires that pertain to this study.[20]

3. Secure the names of the superintendents of the State of Ohio.

4. Draw a sample for the pilot study of four strata: contract, joint vocational operating, joint vocational non-operating, and independent, school districts.

5. Construct a questionnaire.[21]

6. Analyze the data secured from the returned questionnaires and write conclusions on the basis of the data.

Sample

The sample for this study was drawn from the 631 Ohio school districts listed by the State Department of Education as of August 7, 1970. The researcher randomly selected his sample in two strata, those contracting for vocational education and those not contracting for vocational education.

Questionnaire

The questionnaire was constructed and tested by two means. First, the instrument was given to two vocational educators for their critical analysis, then the questionnaire was given to four superintendents in an interview format. Also the instrument was sent to a number of superintendents. The results were factor-analyzed and the questionnaire was revised.[22]

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20 See Appendix A
21 See Appendix B
22 See Appendix C

Pilot Study

The pilot study was undertaken for two reasons: First, there was a need to develop a reliable and valid instrument to measure the attitudes of superintendents toward vocational education. Second, there was a need to know the consistency, in attitudes, of different strata in the frame. The presentation of the data will be in two forms to conform to the above implied objectives. The question will be stated, then a discussion will follow which is intended to express the points made by the respondents. Then, there will be a restatement of the questions that have been changed. If there is little or no comment on a question and the researcher feels that the question meets the instrument's needs, then there will be no discussion of the question. Second, the researcher has presented the data from the instrument in terms of total response, (Table a), independent school district v.s. joint vocational school district, (Figure a), and school districts with operational programs v.s. school districts that do not have operational programs, (Figure b). A Chi square was computed for each comparison of stratum. No significant difference was found in any question, in either comparison.

This study was conducted using two methods of gathering information: There were forty questionnaires sent to a random sample of school superintendents. From this group, 23 responded for a 57% return. There were four superintendents that were interviewed and given the questionnaire as part of the interview. This group was asked to evaluate and interpret the questionnaire as they answered

each item. All the data was combined and analyzed for the purpose of revising the instrument. Also, the data was factor analyzed. Rotating the factors on eigenvalves greater than one, the questionnaire loaded on three factors: with items 4,5,6,7,8 & 12 loading on factor one; items 2,3,13 & 14 on factor two; and items 1,9,10 & 11 loading on factor three.

The rest of this discussion will be pointed towards each of the items on the questionnaire and an evaluation of the items in terms of the above stated criterion.

1. Vocational education (career preparation) should be a part of the total education of all secondary students who are interested.

Table 1

** Response	Frequency	Percentage
1	15	60%
2	9	36%
4	1	4%

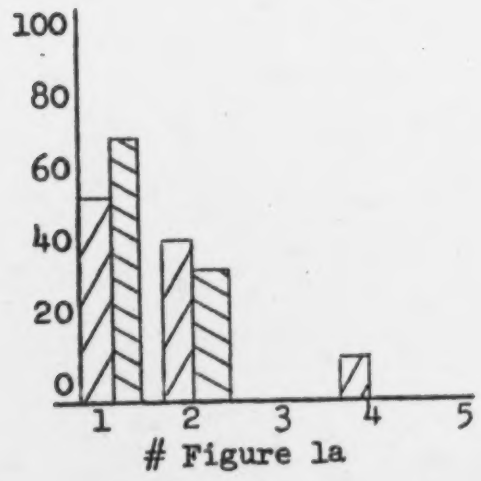

Figure 1a

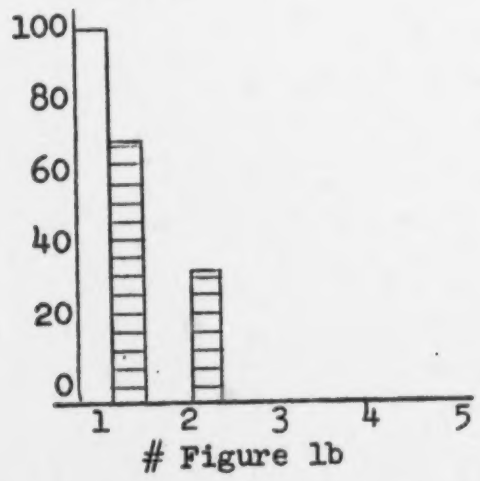

Figure 1b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Independent Vocational Program

Joint Vocational School Program

Operational Program

Non-operational

2. A high school graduate of a vocational education program impresses me as being mature and self-confident.

The respondents had a little trouble with this statement. The middle ground score as shown in the graphs seems to state the position that the administrator felt vocational graduates -- "were no more confident than other graduates". The statement was not revised. The middle ground scores will be interpreted as meaning the high school graduate of a vocational program is as mature and self-confident as a graduate of a non-vocational program.

Tabel 2

** Response	Frequency	Percentage
1	3	12%
2	10	40%
3	11	44%
4	1	4%

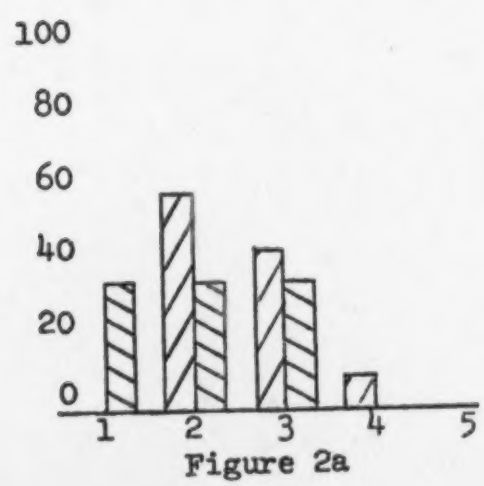

Figure 2a

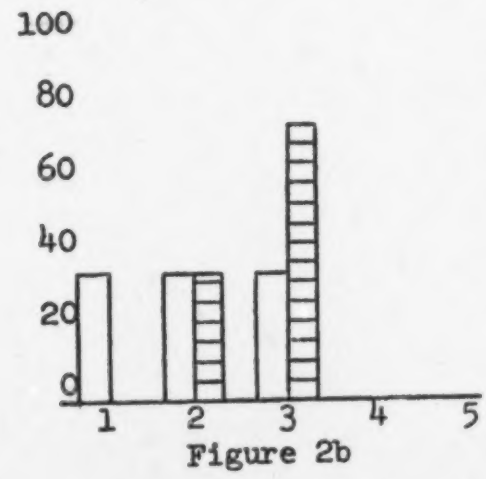

Figure 2b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Independent Vocational Program

Joint Vocational School Program

Operational Program

Non-Operational

3. The student who should take vocational education is the one who lacks scholastic skills.

Table 3

** Response	Frequency	Percentage
3	2	8%
4	11	44%
5	12	48%

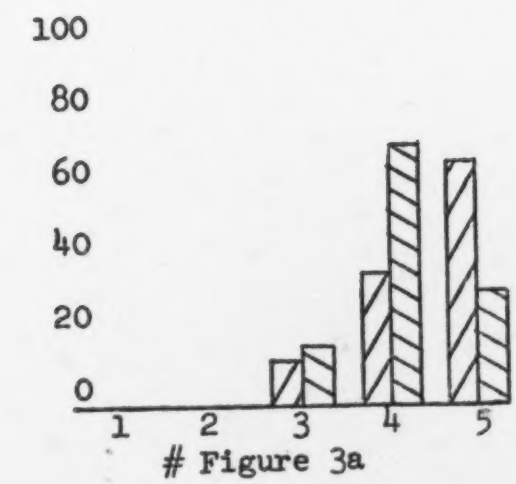

Figure 3a

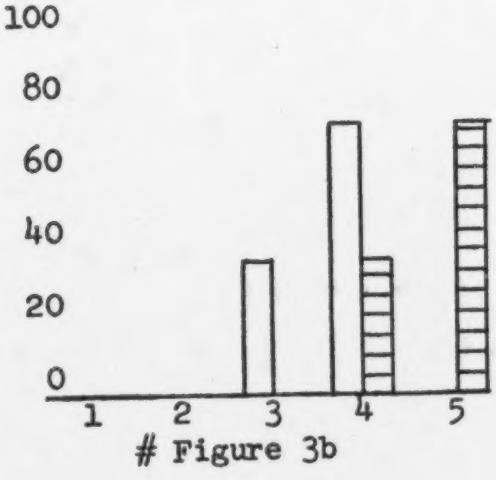

Figure 3b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

4. A student that takes vocational education in high school should be allowed to enroll at any state university.

Table 4

** Response	Frequency	Percentage
1	6	24%
2	11	44%
3	2	8%
4	6	24%

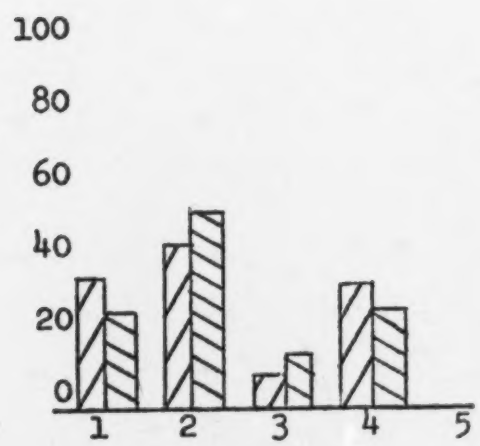

Figure 4a

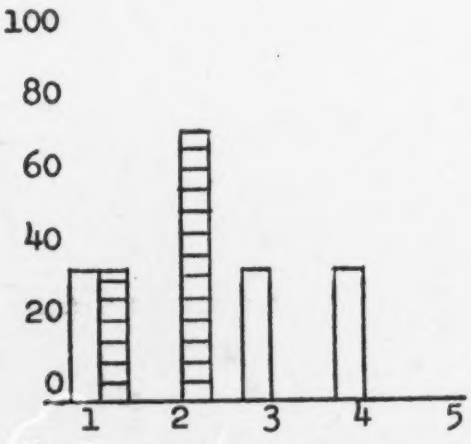

Figure 4b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

5. There should be more money in the school budget for vocational education.

The one comment on this item was, that there should also be more money in the school budget for many other things.

Table 5

** Response	Frequency	Percentage
1	12	48%
2	9	36%
3	3	12%
4	1	4%

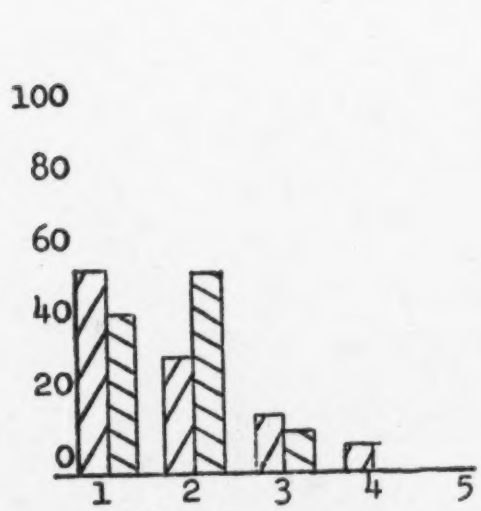

Figure 5a

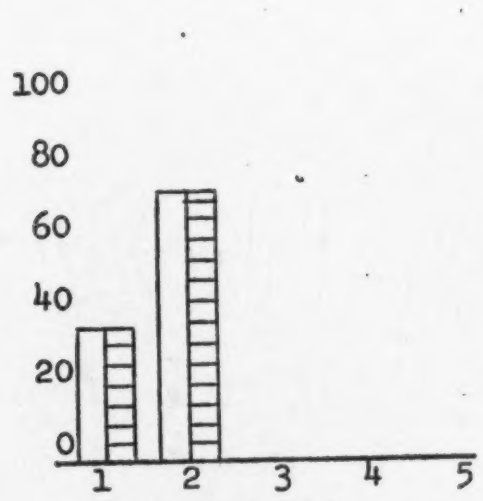

Figure 5b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

6. My school district should offer more vocational education.

The researcher expected to see some polarization of opinion between the operational districts and the non-operational districts, however, as can be seen in (Figure 6a) this was not the case.

Table 6

** Response	Frequency	Percentage
1	11	44%
2	8	32%
3	1	4%
4	4	16%
5	1	4%

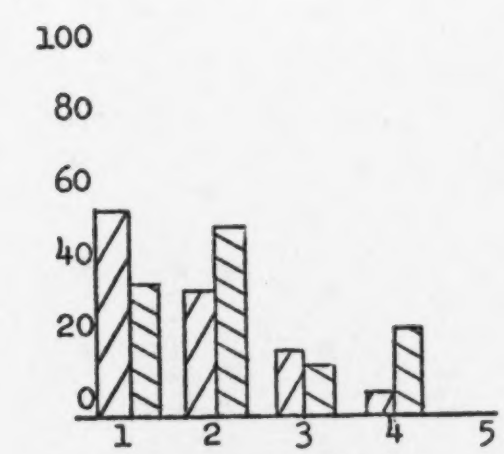

Figure 6a

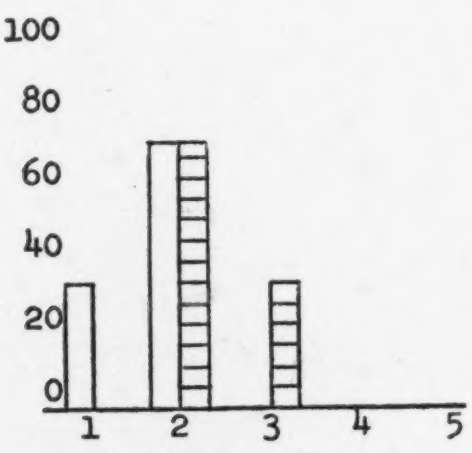

Figure 6b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

7. High schools should encourage bright students, who are interested, to enroll in vocational education programs.

Table 7

** Response	Frequency	Percentage
1	12	48%
2	10	40%
3	1	4%
4	2	8%

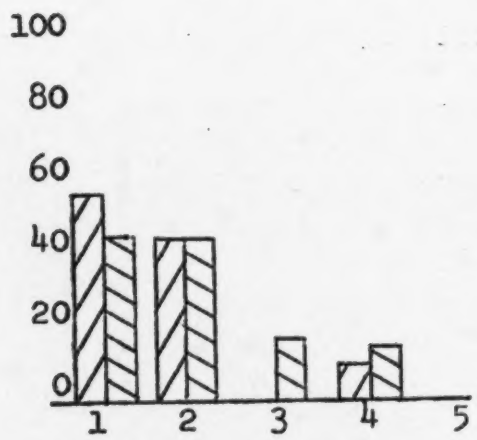

Figure 7a

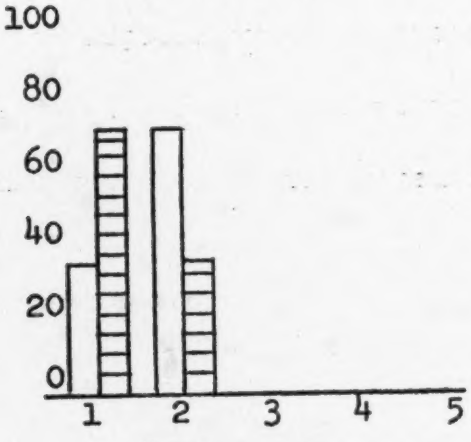

Figure 7b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

8. Vocational education programs are too costly in terms of money, time, and effort for secondary schools to offer.

Cost was a very stimulating topic for the survey sample. There were two important points made in the comments offered on this item. First, it was pointed out that -- "vocational education is very costly, however, we must provide it." The must in this statement is the key which tells one that the author (superintendent) of the above comment disagrees with the statement. There were several respondents that felt uncomfortable in taking a stand on this statement. Second, a rather pungent comment, "If 40% of our 11th and 12th grade students are to participate as Dr. Shoemaker and the legislative body projects, by 1974, then a State tax base must be established for this purpose." The questionnaire did not provide for this opinion, so the researcher added the statement: The State should help more with the financing of vocational education in my school district.

Table 8

** Response	Frequency	Percentage
2	3	12%
3	1	4%
4	11	44%
5	10	40%

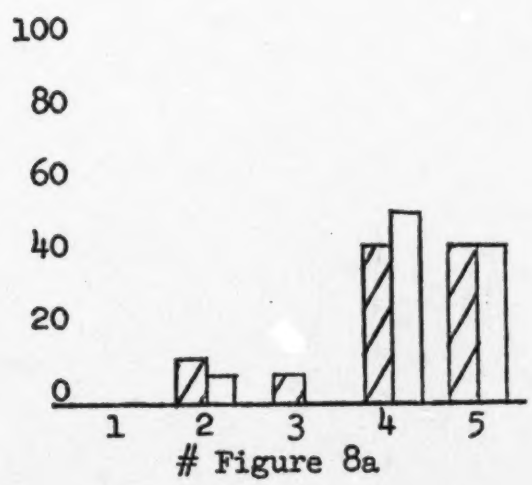

Figure 8a

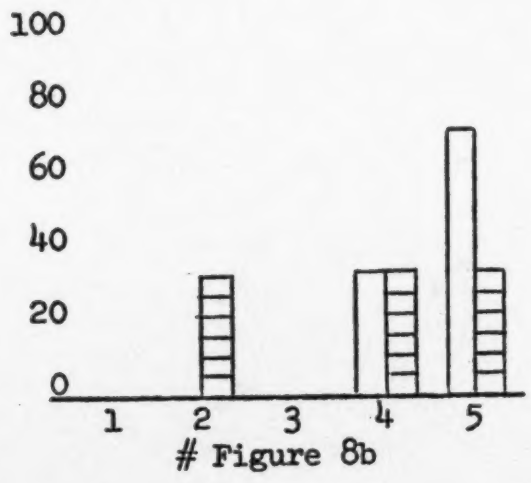

Figure 8b

9. The value of vocational education should be made known to more parents than is now the case.

Table 9

** Response	Frequency	Percentage
1	11	44%
2	13	52%
4	1	4%

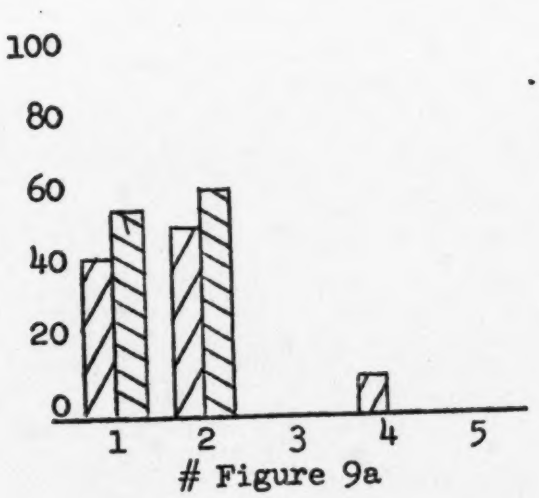

Figure 9a

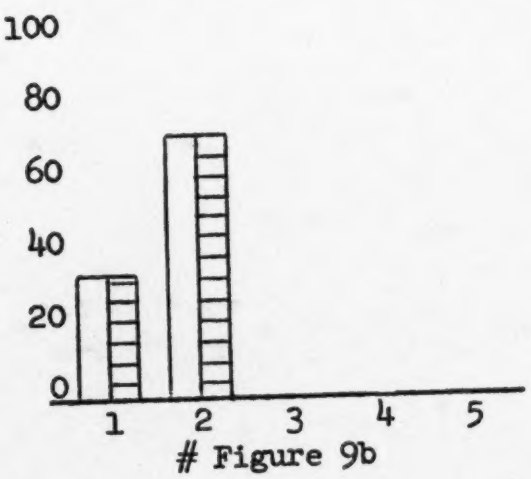

Figure 9b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

10. It is more important to provide average students with a sound academic education than to use time for vocational training.

This statement really took a beating. The major weakness of the item seems to have been the lack of definition for academic education. Also, the researcher was taken to task for polarizing vocational programs from other programs offered by the school, however, this distinction was necessary in order to get a weight of the respondents opinion towards the relative value of vocational education v.s. non-vocational education. In the revised questionnaire, this statement was rewritten to read: Students with average academic talent would benefit from increased emphasis on basic academic education more than they would benefit from vocational education.

Table 10

** Response	Frequency	Percentage
1	1	4%
3	5	20%
4	11	44%
5	6	24%
6	2	8%

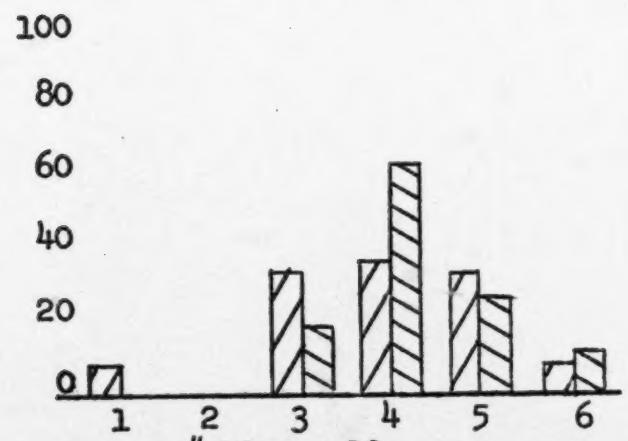

Figure 10a

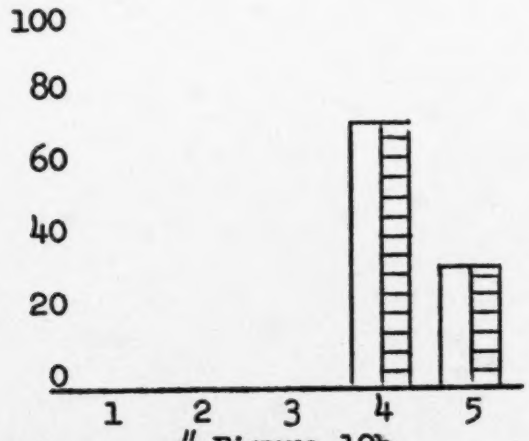

Figure 10b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree 6 = No Answer

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

11. I am thoroughly sold on offering comprehensive vocational education in the high school.

The statement was well understood, however, there were comments regarding the lack of opportunity to express attitudes about other forms of offering vocational education. The following statement was added to the final questionnaire to give the respondents latitude in expressing their attitudes about the best means of supplying vocational education. I believe that the Joint Vocational School District is the best approach to vocational education for all but the largest school districts.

Table 11

** Response	Frequency	Percentage
1	13	52%
2	9	36%
3	2	8%
4	1	4%

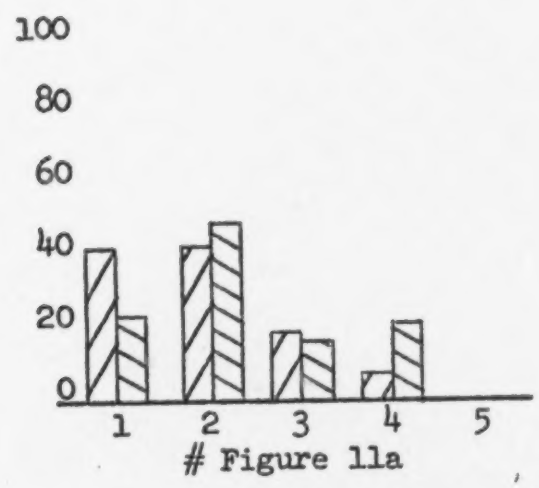

Figure 11a

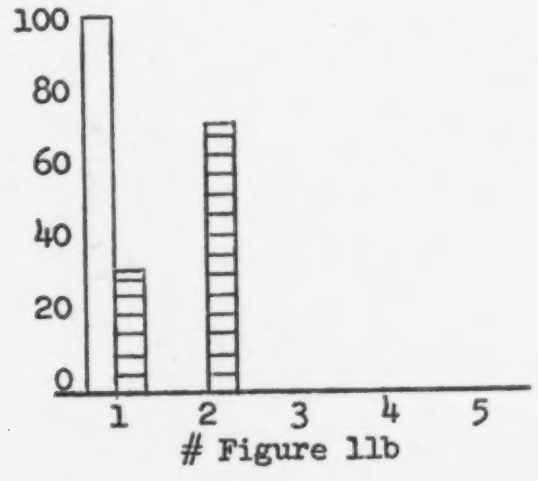

Figure 11b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

12. A greater portion of high school curriculum should be devoted to vocational education.

There were a few comments on the vagueness of this statement, e.g., "It depends on the school location as to type of community, etc." The statement was revised to read: A greater portion of my high school curriculum should be devoted to vocational education.

Table 12

** Response	Frequency	Percentage
1	5	20%
2	10	40%
3	4	16%
4	4	16%
5	2	2%

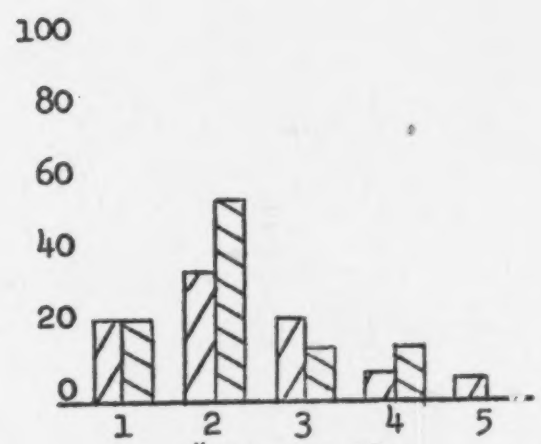

Figure 12a

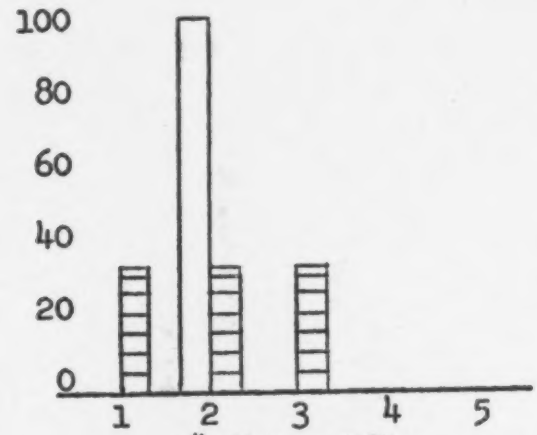

Figure 12b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

13. Career orientation and exploration should begin in the early grades.

There was some confusion as to what type of program, organized or informal, and what were considered early grades. The statement was rewritten: Organized career orientation and exploration should begin in the primary grades.

Table 13

** Response	Frequency	Percentage
1	6	24%
2	14	56%
4	2	8%
5	2	8%
6	1	4%

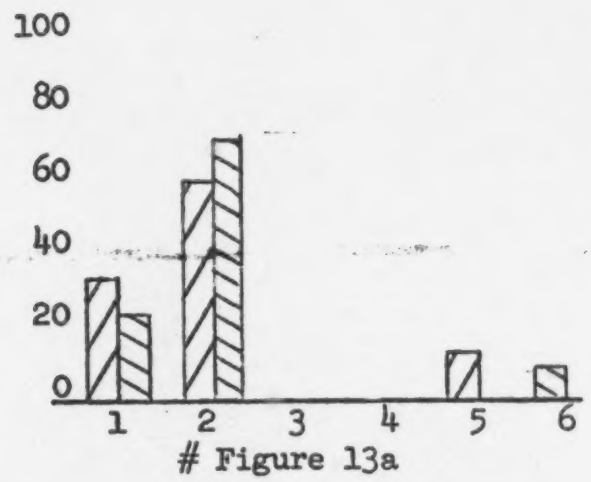

Figure 13a

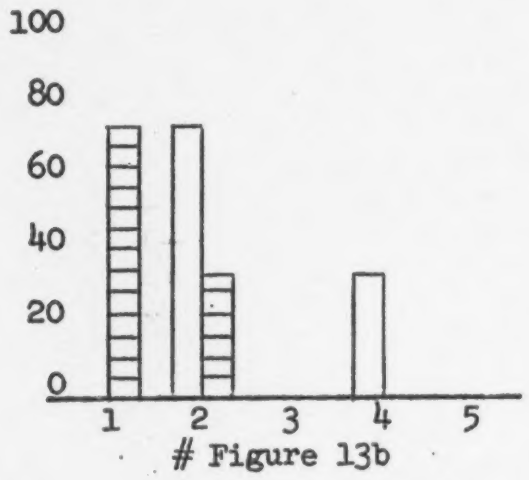

Figure 13b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree 6 = No Answer

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

14. Secondary schools should have as an objective, the reduction of occupational prejudice.

The only comment on this item was that the word goal should be used instead of objective. The statement now reads: Secondary schools should have as a goal, the reduction of occupational prejudice.

Table 14

** Response	Frequency	Percentage
1	6	24%
2	16	64%
3	2	8%
4	1	4%

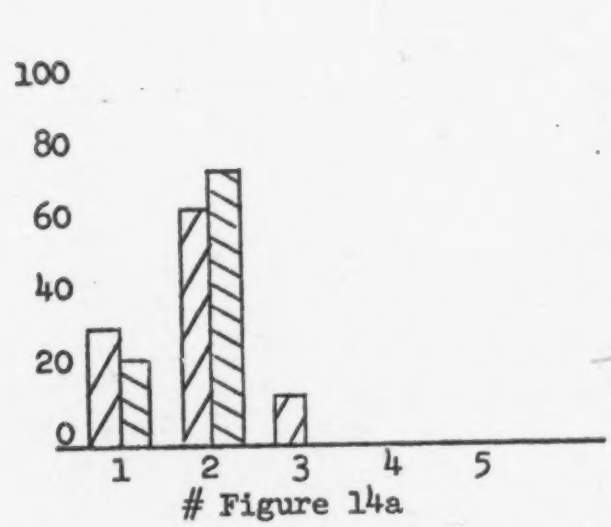

Figure 14a

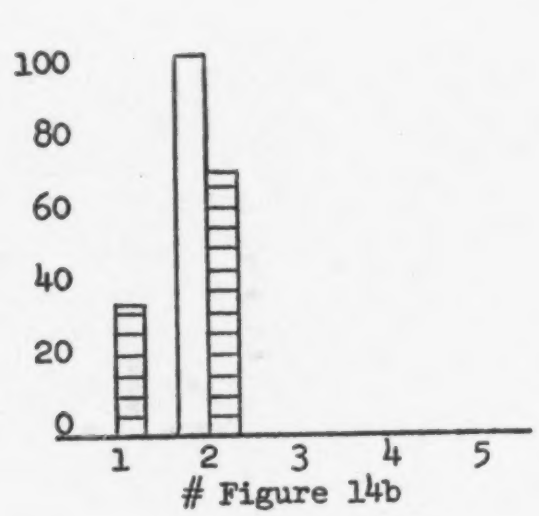

Figure 14b

** 1 = Strongly Agree 2 = Agree 3 = Uncertain or Don't Know
4 = Disagree 5 = Strongly Disagree

Operational Program

Non-operational

Independent Vocational Program

Joint Vocational School Program

The questionnaire received many comments. There were four statements added to the revised instrument to help measure the attitudes of the administrators. Two of these have been listed in the preceding discussion. The others are as follows: The major reason my school district has limited its offerings in vocational education is that most of our students are college bound. Vocational education as offered in Ohio secondary schools, prepares students for employment in up-to-date occupations.

An indication of the adequacy of the instrument was given by the respondents in answering the following three questions.

1. Does the questionnaire allow you to adequately express your attitude on the cost of vocational education?

Fifty-six percent of the returned questionnaires indicated that it did in fact allow them to adequately express their attitudes on the cost of vocational education.

2. Does the questionnaire allow you to express your attitude on the suitability of vocational education for different student scholastic abilities?

Sixty-eight percent of the respondents felt that they could express their attitude towards student ability as it relates to vocational education.

3. Does the questionnaire allow you to express your attitude accurately as it relates to vocational education in general?

Fifty-six percent of the respondents felt that the questionnaire allowed them to express their attitudes toward vocational education in general.

For a 14 item instrument, the researcher feels that the percentages stated above show a positive evaluation of the questionnaire by the respondents. The one fact that has constantly been with the researcher throughout the development of the instrument, to measure superintendents' attitudes toward vocational education, is that the questionnaire must not consume much of the respondents time and it must be clearly and uniformily interpreted by all the respondents. As a limit, the researcher, somewhat arbitrarily, set two pages as the amount of material to present for observation and response. As for quality, this pilot study was developed to improve and upgrade the limited instrument so it might be reliable and valid in reflecting the true attitude of the respondents.

CHAPTER IV.

REVIEW OF THE DATA

The data collected by the scale will be presented in three sections, one section relating to each of the three hypotheses stated in Chapter I.[23] Response to the questionnaire was excellent, with 81% of the instruments returned.

Table 15

	Sample size	# returned	% returned
Contract	32	26	81%
Non-contract	52	42	81%

The data in this chapter are presented in tables, figures and narrative form. In most instances, there will be summary remarks about the item. All percentages have been rounded off to the nearest whole number. For this reason, some percentages totaled slightly greater or slightly less than 100 percent.

At this point, an explanation is in order about the manner in which the data in this section have been presented. A restatement of the hypotheses will be at the beginning of each section. Under each hypothesis only the data most closely related to the respective hypothesis have been presented. These data were not used as the sole basis for supporting or rejecting the hypothesis under which it appeared. To save time and space, items that have been presented in one section will not appear in the other sections even though there may have been some bearing on the hypothesis of those sections. The key will be the same for all the tables in this chapter:

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23 See Appendix C

SA = Strongly Agree, A = Agree, U = Uncertain or Don't Know, D = Disagree, and SD = Strongly Disagree.

Hypothesis # 1 There is a significant difference between the administrators of school districts that contract for vocational education and the administrators that do not contract for vocational education in their attitudes of the relative value of vocational education in terms of its cost.

There are three statements that the researcher feels evaluates the attitudes administrators have toward the cost of vocational education.

1. There should be more money in the school budget for vocational education.

Table 16

Contract

Response	Freq.	%
SA	6	23%
A	14	54%
U	5	19%
D	1	4%

Table 17

Non-contract

Response	Freq.	%
SA	13	31%
A	16	38%
U	6	14%
D	5	12%
SD	2	5%

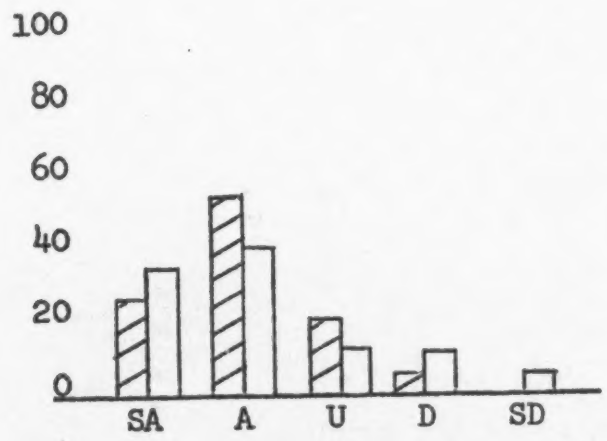

Figure 15

Contract districts Non-contract districts

As can be seen in Figure 15, there is some difference in how the administrators of school districts that contract for vocational education and those administrators that do not contract for vocational education view their budgets for vocational education, however, the difference is not enough to reach a significant level when subjected to the Chi Square test.[24] This shows that a large majority of the administrators feel they should have more money in their budgets for vocational education. Another important point which was brought out in the comments is that, "Yes, my school budget should have more money for vocational education and also for many other aspects of education." It's a fact that many school districts in the State of Ohio are strapped with financial problems.

2. Vocational education programs are too costly in terms of money, time, and effort for secondary schools to offer.

Table 18

Contract

Response	Freq.	%
SA	2	8%
A	4	15%
U	3	11%
D	12	46%
SD	5	20%

Table 19

Non-Contract

Response	Freq.	%
SA	1	2%
A	12	29%
U	5	12%
D	16	38%
SD	8	19%

The responses show that most administrators feel vocational education is justified in terms of cost.

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[24] See Appendix D

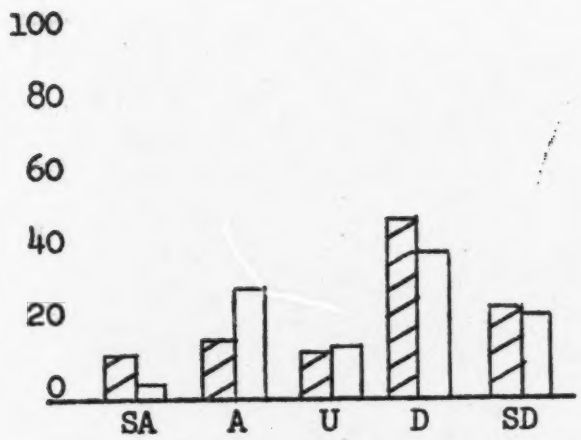

Figure 16

The third item which reflects attitudes toward the cost of vocational education shows strong feeling toward the need for more financial help from the State.

3. The State should help more with the financing of vocational education in my school district.

Table 20

Contract

Response	Freq.	%
SA	12	46%
A	12	46%
U	1	4%
D	1	4%

Table 21

Non-contract

Response	Freq.	%
SA	22	53%
A	14	33%
U	3	7%
D	3	7%

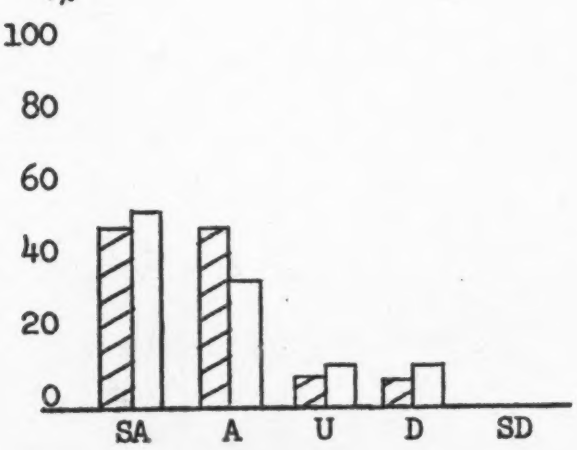

Figure 17

Contract districts Non-contract districts

In viewing the data on the attitudes of administrators toward the relative value of vocational education in terms of its cost, the researcher must reject the hypothesis and state that there is a high level of agreement between administrators of school districts that contract for vocational education and those administrators of school districts that do not contract for vocational education. The data indicate that most administrators feel that vocational education is not too costly for the secondary school and that more resources should be committed to vocational education in their districts. Finally, there was a strong feeling expressed that the school districts of the State would like more State money in support of vocational education.

Hypothesis # 2 There is a significant difference between the administrators of school districts that contract for vocational education and the administrators that do not contract for vocational education in their attitudes of the value of vocational education for students in different scholastic ranges.

To evaluate this hypothesis, the researcher has stated four positions for the administrators to react to: all secondary students, those who lack scholastic skills, bright students, and students with average academic talent.

4. Vocational education (career preparation) should be a part of the total education of all secondary students who are interested.

As can be seen by the data, there is very strong support for this statement. So strong, in fact, that it lends some inconsistency to the less favorable responses given to the cost item presented in

Figure 16. There is in any case, a strong feeling that all students in the secondary school, who are interested should receive vocational education. This stand is further stated in the responses to the following three items.

Table 22

Contract

Response	Freq.	%
SA	15	58%
A	10	38%
D	1	4%

Table 23

Non-contract

Response	Freq.	%
SA	28	67%
A	13	31%
D	1	2%

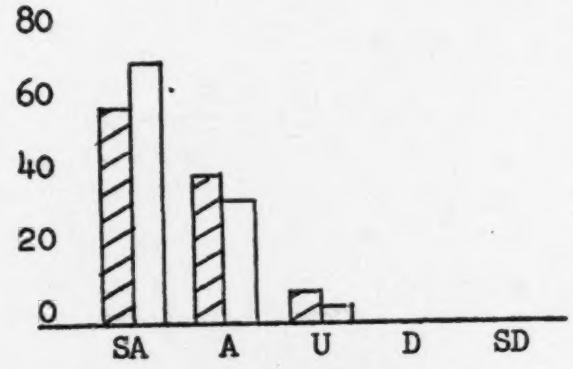

Figure 18

5. The student who should take vocational education is the one who lacks scholastic skill.

Table 24

Contract

Response	Freq.	%
A	2	8%
U	4	15%
D	12	46%
SD	8	31%

Table 25

Non-contract

Response	Freq.	%
A	4	10%
D	26	62%
SD	12	28%

Contract districts

Non-contract districts

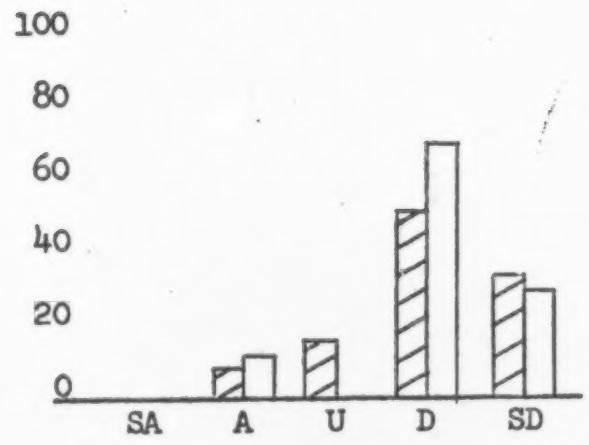

Figure 19

Again, it can be seen that the administrators were in agreement on the item. Both groups disagree with the item, which seems to state that vocational education is not a dumping ground for the poor student.

The next item is interesting in the fact that the administrators of both groups hedged a little on the idea that vocational education should be a part of the total education of <u>all</u> secondary students who are interested.

6. High schools should encourage bright students, who are interested, to enroll in vocational education programs.

Table 26

Contract

Response	Freq.	%
SA	7	27%
A	15	58%
U	3	11%
D	1	4%

Table 27

Non-contract

Response	Freq.	%
SA	8	19%
A	30	71%
U	2	5%
D	2	5%

▨ Contract districts ☐ Non-contract districts

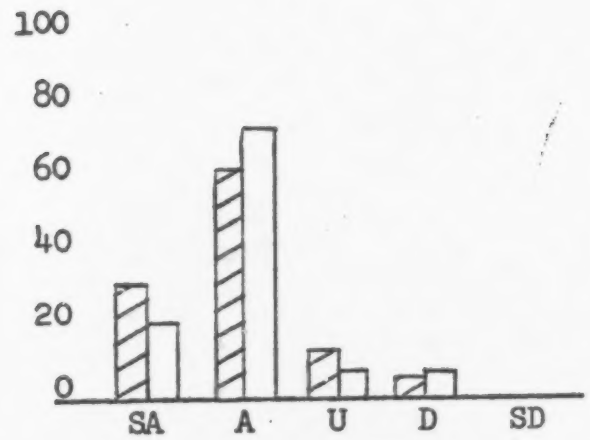

Figure 20

By comparing Figure 20 to Figure 18, it can be seen that the position has shifted somewhat, as to which students should take vocational education. Item 6 still reflects a positive attitude and shows no support for the hypothesis. The last item tried to force a choice between an increased emphasis on academic subjects as opposed to an increase in emphasis on vocational education for the average student.

7. Students with average academic talent would benefit from increased emphasis on basic academic education more than they would benefit from vocational education.

Table 28

Contract

Response	Freq.	%
A	1	4%
U	12	46%
D	11	42%
SD	2	8%

Table 29

Non-contract

Response	Freq.	%
A	4	9%
U	16	36%
D	18	43%
SD	5	12%

▨ Contract districts ☐ Non-contract districts

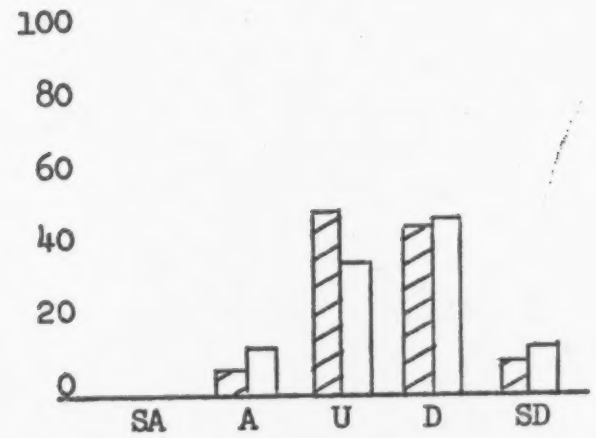

Figure 21

Contract districts Non-contract districts

The data reflects that the administrators feel each student's needs would have to be evaluated on a program arranged emphasizing the areas that would best benefit the student. There were many comments to this effect on the returned questionnaires. This position accounts for the high percentage of undecided responses for item number 7.

The data overwhelmingly rejects the second hypothesis. In all four items, there was strong agreement between the administrators of school districts that contract for vocational education and those administrators that do not contract for vocational education in their attitudes of the value of vocational education for students in different scholastic ranges.

Hypothesis # 3 There will be a significant difference between the administrators of school districts that contract for vocational education and the administrators of school districts that do not contract for vocational education in their attitudes toward vocational education.

8. A high school graduate of a vocational program impresses me as being mature and self-confident.

Table 30

Contract

Response	Freq.	%
SA	3	11%
A	9	35%
U	11	43%
D	3	11%

Table 31

Non-contract

Response	Freq.	%
SA	4	10%
A	17	41%
U	17	41%
D	3	7%
SD	1	2%

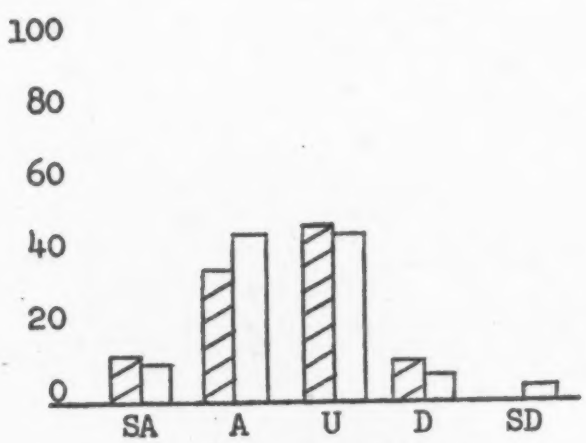

Figure 22

A large portion of the respondents felt that having or not having vocational education has little to do with how a high school graduate impresses them. This is shown in the data by the large number of uncertain or don't know answers given.

9. A student that takes vocational education in high school should be allowed to enroll at any state university.

Table 32

Contract

Response	Freq.	%
SA	3	11%
A	15	58%
U	5	20%
D	3	11%

Table 33

Non-contract

Response	Freq.	%
SA	10	24%
A	23	55%
U	4	10%
D	4	10%
SD	1	2%

Contract districts Non-contract districts

40

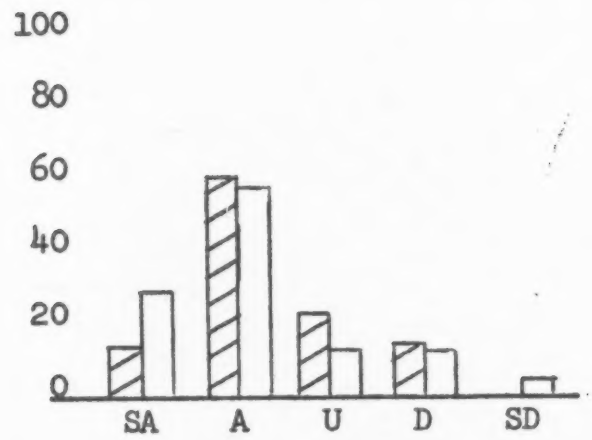

Figure 23

Figure 23 shows that only 11% of the administrators felt that students who graduate from high school in a vocational area should not be admitted to a state college. There was little difference in the responses between groups of administrators.

10. My school district should offer more vocational education.

Table 34

Contract

Response	Freq.	%
SA	6	23%
A	14	54%
U	5	19%
D	1	4%

Table 35

Non-contract

Response	Freq.	%
SA	13	31%
A	16	38%
U	6	14%
D	5	12%
SD	2	5%

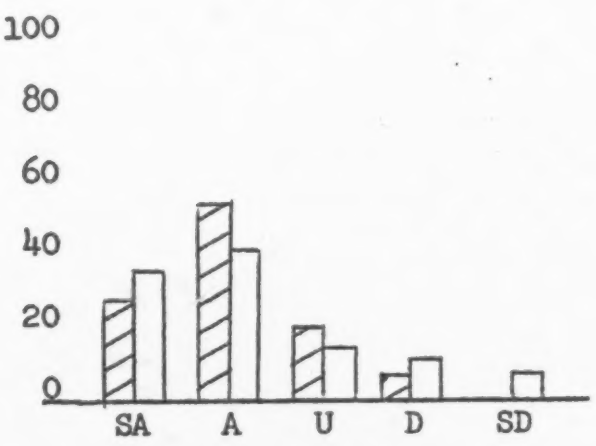

Figure 24

Contract districts Non-contract districts

Most school administrators felt that their school districts needed to offer more vocational education. A reason for the somewhat higher percentage of disagreement with the statement from administrators of non-contract districts might be as expressed by one of the respondents. "Our school district does have a good vocational program as we are a part of the Muskingum Joint Vocational School District, (23 units) plus (5.66) of our own in Homemaking, B.O.E., and Vocational Agriculture. ...I do feel many schools are weak in this area as we were one year ago." This respondent disagreed with item 10.

11. The value of vocational education should be make known to more parents than is now the case.

Table 36

Contract

Response	Freq.	%
SA	11	42%
A	15	58%

Table 37

Non-contract

Response	Freq.	%
SA	21	50%
A	20	48%
U	1	2%

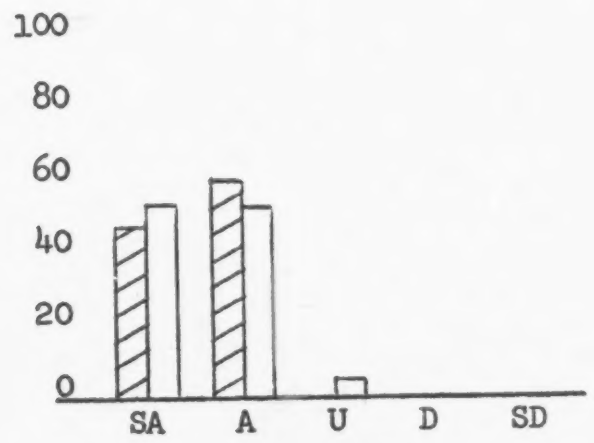

Figure 25

Contract districts Non-contract districts

There was strong agreement with this statement by both groups of administrators. An added comment by an administrator states the problem nicely: "The problem in our district is to get parents agreeable to vocational education for those students who should be in the program." He goes on to state, "Attention needs to be directed to programs in elementary schools in developing right attitudes toward work and school." The last part of this statement relates to Figure 26.

12. Organized career orientation and exploration should begin in the primary grades.

Table 38

Contract

Response	Freq.	%
SA	2	8%
A	15	58%
U	6	23%
D	2	8%
SD	1	4%

Table 39

Non-contract

Response	Freq.	%
SA	6	14%
A	16	38%
U	7	17%
D	10	24%
SD	3	7%

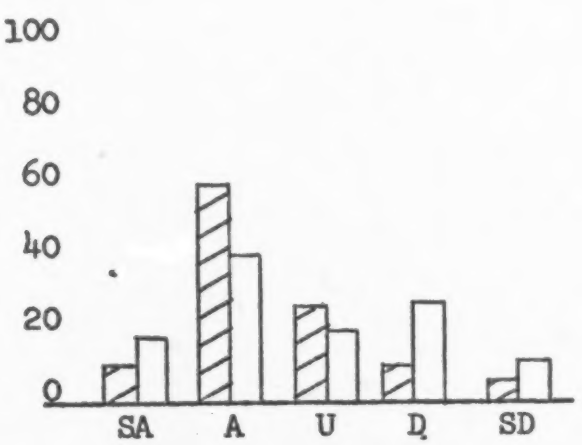

Figure 26

Contract districts Non-contract districts

There is a slight polarization on this statement, with the non-contract district less in favor of career orientation in the primary grades than the administrators of the contract districts.[25] It was not enough, however, to declare a significant difference in the two groups. Relating the difference to the hypothesis, the difference would show that the non-contract group is less favorable to this phase of vocational education than the group that contracts for vocational education.

13. I am thoroughly sold on offering comprehensive vocational education in my high school program.

Table 40

Contract

Response	Freq.	%
SA	8	31%
A	12	46%
U	1	4%
D	4	15%
SD	1	4%

Table 41

Non-contract

Response	Freq.	%
SA	11	26%
A	16	38%
U	4	10%
D	10	24%
SD	1	2%

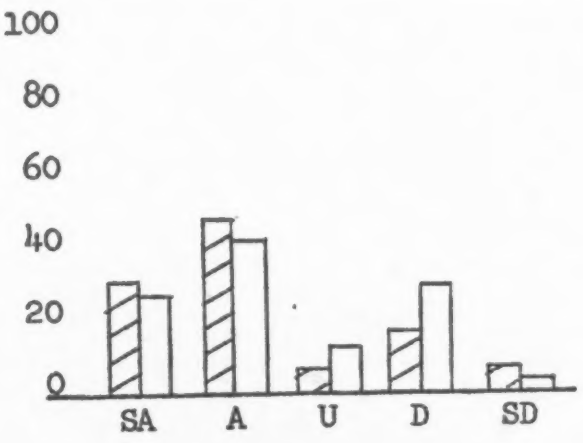

Figure 27

Contract districts Non-contract districts

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25 See Appendix D

The contract districts seem to lean a little more in favor of the comprehensive school. There were several comments of this nature from administrators of contract districts. The researcher feels that Figure 28 emphasizes this favorable attitude toward the comprehensive school.

14. I believe that the Joint Vocational School District is the best approach to vocational education for all but the largest school districts.

Table 42

Contract

Response	Freq.	%
SA	4	15%
A	8	31%
U	2	8%
D	8	31%
SD	4	15%

Table 43

Non-contract

Response	Freq.	%
SA	13	31%
A	21	50%
U	3	7%
D	2	5%
SD	3	7%

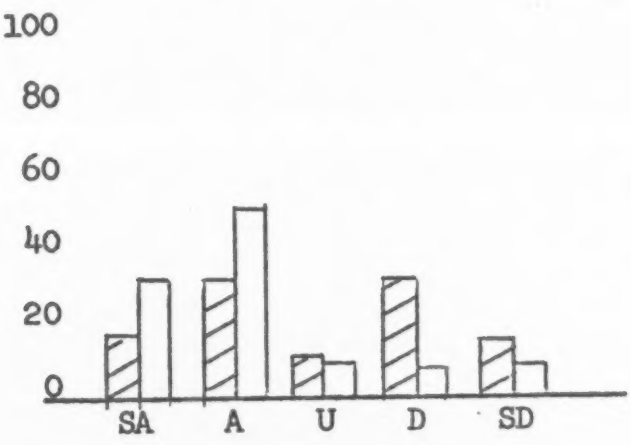

Figure 28

Contract districts Non-contract districts

This item shows a significant difference between the two groups to the .01 level using the Chi Square test.[26] As can be seen in

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[26] See Appendix D

Figure 28, the administrators of the contract school districts feel that the Joint Vocational School District is not the best approach to vocational education. There were many comments on this item. As one administrator put it, "I believe Joint Vocational Schools should not be separate entities, but should be operated as a part of a comprehensive high school." The relationship between the responses to items 13 and 14 seem to point out that several administrators of the contract school districts hold a simular belief.

15. A greater portion of my high school curriculum should be devoted to vocational education.

Table 44

Contract

Response	Freq.	%
SA	3	11%
A	16	62%
U	1	4%
D	6	23%

Table 45

Non-contract

Response	Freq.	%
SA	7	17%
A	21	50%
U	2	5%
D	11	26%
SD	1	2%

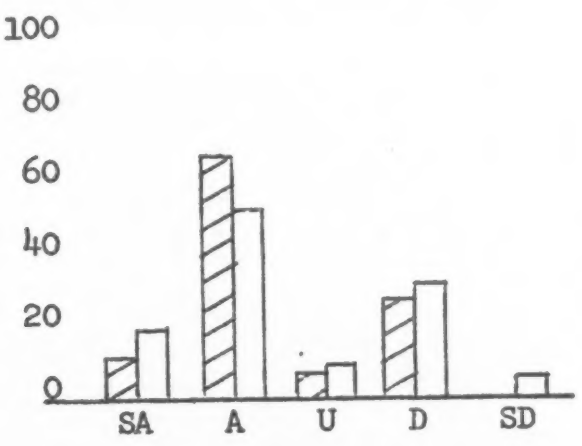

Figure 29

Contract districts Non-contract districts

Most school administrators agree that they should offer more vocational programs in their high school curriculum.

16. Secondary schools should have as a goal, the reduction of occupational prejudice.

Table 46

Contract

Response	Freq.	%
SA	5	19%
A	16	62%
U	3	11%
D	2	8%

Table 47

Non-contract

Response	Freq.	%
SA	8	19%
A	26	62%
U	6	14%
D	2	5%

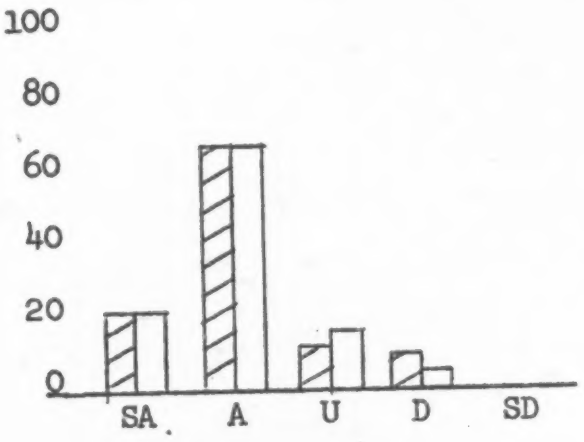

Figure 30

Again, there is a strong agreement between groups. Both groups feel that the school should have as a goal the reduction of occupational prejudice.

17. The major reason my school district has limited its offerings in vocational education is that most of our students are college bound.

Table 48

Contract

Response	Freq.	%
SA	4	15%
A	9	35%
U	1	4%
D	11	42%
SD	1	4%

Table 49

Non-contract

Response	Freq.	%
A	3	7%
U	4	10%
D	26	62%
SD	9	21%

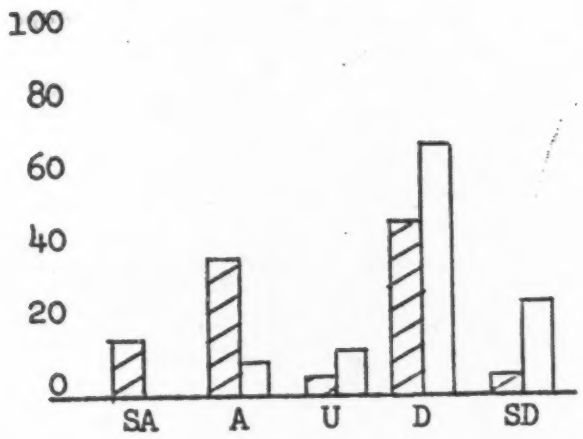

Figure 31

Contract districts Non-contract districts

This item shows a significant difference between the two groups to a .01 level using the Chi Square test.[27] This item points to a conflict in our social order and is cause for concern from all who hope education will contribute to the students' ability to adapt in the social order. As Governor Rhodes stated, "So far as the school system is concerned, 77.2 percent of the students are obtaining a general education which prepares them for college, but not for work. A technical education program beyond high school could meet the needs of about 25 percent of all jobs, and college education in the future will be a prerequisite for about 20 percent of all jobs. This means that 55 percent of our youth need vocational education."[28]

18. Vocational education as offered in Ohio secondary schools prepares students for employment in up-to-date occupations.

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27 See Appendix D

28 James Rhodes, Alternative to a Decadent Society, Howard Sams & Co., New York, p. 18, 1969.

Table 50

Contract

Response	Freq.	%
A	6	23%
U	13	50%
D	5	19%
SD	2	8%

Table 51

Non-contract

Response	Freq.	%
SA	3	7%
A	11	26%
U	11	26%
D	14	34%
SD	3	7%

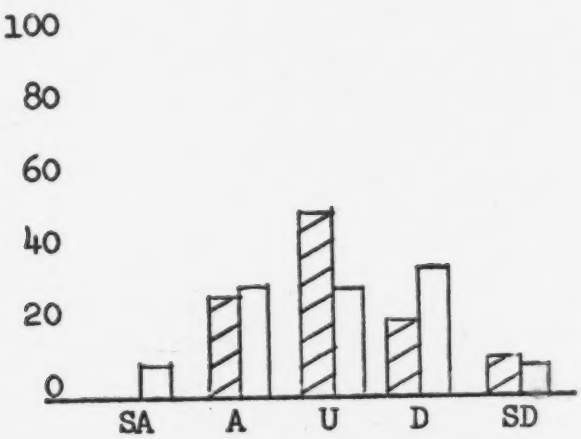

Figure 32

Contract districts Non-contract districts

There is a degree of difference in how the two groups view vocational education in light of up-to-date training. The contract group has a high percentage of undecided responses. It must be noted, however, that both groups view this item with uncertainty or negative feeling.

In looking at all eleven items under the general hypothesis, it can be seen that some differences do exist between the two groups, however, there is not enough difference to accept the hypothesis as stated.

CHAPTER IV.

SUMMARY AND CONCLUSIONS

This study was undertaken to investigate the attitudes of administrators toward vocational education and to determine what factor, if any, differentiates the administrators of school districts that contract for vocational education from those administrators that do not contract for vocational education.

The first hypothesis states: There will be a significant difference between administrators of school districts that contract for vocational education and the administrators that do not contract for vocational education in their attitudes of the relative value of vocational education in terms of its cost.

It was found that both groups held somewhat the same view about the cost of vocational education, thus rejecting the hypothesis. The survey, however, pointed up the great financial strain vocational education, as mandated by the State of Ohio, is putting on the local school district. One administrator writes, "The big reason vocational education has not become a more significant force in our culture is that the financing is still tied into the property tax base. Until it is fully funded by the State or some other source of revenue is found -- the efforts expended are doomed." He goes on to state, "People in our area are interested in vocational education, and the 'Jointure' idea, but they will not vote for it as long as there is any tie to the property tax." The researcher received many comments of this nature.

The second hypothesis states: There will be a significant difference between the administrators of school districts that contract for vocational education and the administrators that do not contract for vocational education in their attitudes of the value of vocational education for students in different scholastic ranges.

The data reported on this hypothesis show that there is no significant difference between the two groups. There is, in fact, a high degree of positive correlation between the groups. The researcher feels that the data show that administrators do not judge students on the basis of the type of program the student wishes to take, nor do administrators feel that vocational education is for any particular type of student.

The third, and final, hypothesis is stated: There will be a significant difference between the administrators of school districts that contract for vocational education and administrators that do not contract for vocational education in their attitudes toward vocational education.

There are eleven statements of a general nature to attempt to assess a general attitude about vocational education of the two groups. There is a significant difference found by two of the items. The first is: I believe that the Joint Vocational School District is the best approach to vocational education for all but the largest school districts. It is found that many administrators of school districts that contract for vocational education feel that the vocational program should be part of the total high school program, within the

confines of the high school complex.

The second area where a difference is found follows: The major reason my school district has limited its offerings in vocational education is that most of our students are college bound. It is felt that this item reflects that vocational education has second priority to the college preparatory programs in many of the contract districts. The administrators of these districts feel that the major portion of their students are college bound; not that the student will enter or complete a college program, but that their intentions are in that direction. The researcher feels that the heart of the matter lies in the response to item 11. The value of vocational education should be made known to more parents than is now the case. In overwhelming support of this statement, the administrators stated that parents should be more informed about vocational education. It was also stated in the comment section that the students at present seem to lack interest in vocational choice. This points to the need for organized career orientation and exploration programs in the early grades. The administrators' reaction to the item on career exploration and orientation was somewhat split. A greater percentage of the administrators that contract for vocational education felt that an organized career orientation and exploration would be useful in the primary grades.

The researcher concludes that there are some differences in the way administrators of contract school districts view vocational education compared to the way administrators of non-contract school

districts view vocational education. The difference lies in the approach and priority which administrators have for vocational education. This is partly due to the influence of the community and particularly the influence of the parent. This study shows that both groups have a positive attitude toward vocational education.

It is the recommendation of the researcher that a study be conducted to assess the attitudes of the public at large. If what the administrators state is true, then the professional organizations for vocational education should undertake a more aggressive campaign to inform the public at large about vocational education.

APPENDIX A

Letter of Permission

STATE UNIVERSITY COLLEGE AT BUFFALO
1300 ELMWOOD AVENUE BUFFALO, NEW YORK 14222

Vocational Technical Education Division
Telephone: 862-5504

January 6, 1971

Mr. Kendrick L. Spooner
444 North Selby Blvd.
Worthington, Ohio 43085

Dear Mr. Spooner:

I received your request for permission to use parts of the attitude instrument that was included in Attitudes of School Board Members Toward Occupational Education. You have my permission.

The instrument was adapted from one developed in a cooperative research project at the University of Michigan. Since the original instrument and our adaptation were both financed with public monies, you should feel free to use it with no strings attached.

I would be very interested in receiving a copy of your report when it is finished.

Good Luck

Sincerely,

James R. Spengler

James R. Spengler
Associate Professor

JRS;jb

444 Selby Blvd. North
Worthington, Ohio 43085

December 29, 1970

Mr. James R. Spengler
Western, New York School, Development Council
27 California Drive
Williamsville, New York 14221

Dear Mr. Spengler:

I am undertaking an attitude survey of the Superintendents in the State of Ohio. The study hopes to probe three areas:

1. The cost of vocational education relative to the importance of vocational education in the secondary school program,

2. The attitudes toward vocational education in the secondary school program,

3. The suitability of vocational education as a program for students of all scholastic levels.

I am writing to request permission to use parts of your questionnair, which was used in Attitudes of School Board Members Toward Occupational Education.

Sincerely,

Kendrick L. Spooner

Kendrick L. Spooner

APPENDIX B

Pilot Study Questionnaire

ATTITUDES TOWARD VOCATIONAL EDUCATION

Directions: Would you please mark the response which corresponds most closely to your feelings about each item.

Example:

Most vocational education courses in my opinion lead nowhere. SA A U (D) SD

SA = Strongly Agree U = Uncertain or Don't Know D = Disagree
A = Agree SD = Strongly Disagree

This person disagrees with the item to some extent and has indicated this by marking (O) around D (Disagree).

There are no right or wrong answers. Merely mark the abbreviation which most nearly indicates your feeling. Please answer every item.

Begin here:	Circle one
1. Vocational education (career preparation) should be a part of the total education of all secondary students who are interested.	SA A U D SD
2. A high school graduate of a vocational education program impresses me as being mature and self-confident.	SA A U D SD
3. The student who should take vocational education is the one who lacks scholastic skills.	SA A U D SD
4. A student that takes vocational education in high school should be allowed to enroll at any state university.	SA A U D SD
5. There should be more money in the school budget for vocational education.	SA A U D SD
6. My school district should offer more vocational education.	SA A U D SD
7. High schools should encourage bright students, who are interested, to enroll in vocational education programs.	SA A U D SD
8. Vocational education programs are too costly in terms of money, time and effort for secondary schools to offer.	SA A U D SD
9. The value of vocational education should be made known to more parents than is now the case.	SA A U D SD
10. It is more important to provide average students with a sound academic education than to use time for vocational training.	SA A U D SD
11. I am thoroughly sold on offering comprehensive vocational education in the high school.	SA A U D SD
12. A greater portion of high school curriculum should be devoted to vocational education.	SA A U D SD
13. Career orientation and exploration should begin in the early grades.	SA A U D SD
14. Secondary schools should have as an objective, the reduction of occupational prejudice.	SA A U D SD

Part II

How does your district offer vocational education?

a. Independent

b. Joint vocational school

c. Contract vocational training from another school

Is your program now operational? yes no

What is the approximate size of your high school? Enrollment #_____
No. Yrs. 3yr. 4yr.

Does the questionnaire allow you to adequately express your attitude on the cost of vocational education?

Does the questionnaire allow you to express your attitude on the suitability of vocational education for different student scholastic abilities?

Does the questionnaire allow you to express your attitude accurately as it relates to vocational education in general?

Added comments:

APPENDIX C

Data-Collecting Instruments
and
Cover Letter

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
COLUMBUS, OHIO 43210

FACULTY OF VOCATIONAL-TECHNICAL EDUCATION
1885 NEIL AVENUE
122 TOWNSHEND HALL

(614) 422-5037

January 11, 1971

Dear Sir:

As part of my graduate work at Ohio State University, I am conducting a survey of Superintendents' attitudes toward vocational education. Vocational education is considered in this study to be instruction that develops the basic skills, judgment, and job-related knowledge sufficient to prepare youth for full-time employment.

I am working under the direction of Dr. Reese, Professor and Chairman in the Department of Vocational-Technical Education, The College of Education, Ohio State University.

Enclosed is a survey form on attitudes toward vocational education. In conducting this survey of school superintendents, it is hoped to more clearly define the problems that confront vocational education. It is felt that the superintendent as the administrative head of the secondary school has a major role in the direction his school district takes in offering vocational education.

It would be a great help if you would complete the short survey form attached. There has not been and will not be any attempt made to identify you with your responses. All data will be combined and treated statistically, thus assuring anonymity of your attitudes.

Sincerely,

Kendrick L. Spooner

ATTITUDES TOWARD VOCATIONAL EDUCATION

Directions: Would you please mark the response which corresponds most closely to your feelings about each item.

Example:

Most vocational education courses in my opinion lead nowhere. SA A U (D) SD

SA = Strongly Agree U = Uncertain or Don't Know D = Disagree
A = Agree SD = Strongly Disagree

This person disagrees with the item to some extent and has indicated this by marking (O) around D (Disagree).

There are no right or wrong answers. Merely mark the abbreviation which most nearly indicates your feeling. Please answer every item.

Begin here:	Circle one
1. Vocational education (career preparation) should be a part of the total education of all secondary students who are interested.	SA A U D SD
2. A high school graduate of a vocational education program impresses me as being mature and self-confident.	SA A U D SD
3. The student who should take vocational education is the one who lacks scholastic skills.	SA A U D SD
4. A student that takes vocational education in high school should be allowed to enroll at any state university.	SA A U D SD
5. There should be more money in the school budget for vocational education.	SA A U D SD
6. My school district should offer more vocational education.	SA A U D SD
7. Vocational education programs are too costly in terms of money, time and effort for secondary schools to offer.	SA A U D SD
8. High schools should encourage bright students, who are interested, to enroll in vocational education programs.	SA A U D SD
9. The value of vocational education should be made known to more parents than is now the case.	SA A U D SD
10. Students with average academic talent would benefit from increased emphasis on basic academic education more than they would benefit from vocational education.	SA A U D SD
11. I am thoroughly sold on offering comprehensive vocational education in my high school program.	SA A U D SD
12. A greater portion of my high school curriculum should be devoted to vocational education.	SA A U D SD
13. Organized career orientation and exploration should begin in the primary grades.	SA A U D SD

14. Secondary schools should have as a goal, the reduction of occupational prejudice. SA A U D SD

15. I believe that the Joint Vocational School District is the best approach to vocational education for all but the largest school districts. SA A U D SD

16. The major reason my school district has limited its offerings in vocational education is that most of our students are college bound. SA A U D SD

17. The State should help more with the financing of vocational education in my school district. SA A U D SD

18. Vocational education as offered in Ohio secondary schools prepares students for employment in up-to-date occupations. SA A U D SD

How does your district offer vocational education?

a. Independent
b. Joint vocational school
c. Contract vocational training from another school

Does the questionnaire allow you to adequately express your attitude on the cost of vocational education?

a. Yes
b. No

Does the questionnaire allow you to express your attitude on the suitability of vocational education for different student scholastic abilities?

a. Yes
b. No

Does the questionnaire allow you to express your attitude accurately as it relates to vocational education in general?

a. Yes
b. No

Added comments:

APPENDIX D

Chi squares

Chi Square Table

Item	df	x^2	P
1	2	2.525	.30
2	2	.503	.80
3	2	.392	.80
4	2	.671	.80
5	2	4.359	.20
6	2	2.116	.50
7	2	1.969	.50
8	2	2.582	.30
9	2	1.413	.50
10	2	3.569	.20
11	1	.003	.95
12	2	4.595	.10
13	2	1.419	.50
14	2	12.890	.01
15	2	.339	.90
16	2	.341	.80
17	2	16.360	.001
18	2	3.950	.20

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